CHILDREN'S
RADIO PROGRAMS

Abel E.
Johnson

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SERVICE PAPER

CHILDREN'S RADIO PROGRAMS

Submitted by

Abel Edward Johnson

In partial fulfillment of requirements for

the degree of Master of Education

1947

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CHAPTER I

Introduction

Statement of the Problem

Young Americans spend many hours listening to the radio. In this study, the writer has endeavored, through the cooperation of the pupils of the Nathan Hale Junior High School, to survey the listening habits of a representative sampling of this large audience to ascertain the kind and quality of these programs, the period of the day when children listen, the amount of time they spend at the radio, the names of their favorite programs, the influence of parent or teacher guidance in program choices, and their varied activities while listening. Current radio programs audible in the New Britain area form the subject matter of this report.

When the first radio broadcasting station went on the air in November, 1920, it met the same kind of reception that had greeted the "horseless buggy," a generation earlier. The critics of that period termed radio a fad, an amusing novelty, and a limited source of entertainment for the idle-minded.[1] Of course, everyone is aware of the great strides that radio has taken since then, together with its powerful influence upon the public

1. Sadie Goldsmith, "Radio's Place in the Teaching of English," The Elementary English Review (November, 1938), 15: 253-256.

in entertainment, in the molding of public opinion, and in the direction of conduct or business.

According to the February, 1946, Columbia Broadcasting System's Listeners' Guide, the United States has the highest radio-set ownership in the world, as well as the greatest listening level. According to a recent authority, of our 26,780,000 families, some 33,100,000 persons own a total of over 59,000,000 radio sets.[2]

For many years the subject of children's radio programs has occupied an important place in any studies concerned with the emotional and intellectual development of children. There is general agreement among those who have studied the subject that children's radio programs should enrich childhood experience. But how they are to achieve this and in what specific directions radio should attempt the enrichment process are questions that continue to challenge the broadcaster, the script writer, the parent, teacher, and administrator.

For years the Federal Radio Education Committee through its project at Ohio University, "The Evaluation of School Broadcasts," has been conducting studies of radio programs in their relationships to children and young people. At first, the committee devoted its attention almost entirely to a

2. Columbia Broadcasting System's Listeners' Guide (February, 1946), No. 59. Columbia Broadcasting System.

consideration of radio within the schools, but in the last two years it has given serious study to out-of-school radio listening.[3]

Fifteen or twenty years ago, life for the parent and teacher was comparatively simple. All they had to worry about was the effect motion pictures were having upon their youngsters' morals, behavior and attitudes toward life. Then came the children's radio serials,after which indignant mothers began to charge that the thrillers were giving their youngsters nightmares, debauching their speech, and interfering with their school work and home duties.

An educational force like the radio, which commands the voluntary interest of school children for several hours a day, obviously justifies careful guidance by parents, teachers and administrators--to help youth cultivate desirable radio listening habits and to teach them how to discriminate between desirable and undesirable radio programs.

This is a responsibility that should be taken seriously by every parent and teacher--and particularly the teacher who can inject this guidance into the daily school work.

Children's radio programs have been the target of criticism and agitation for many years. Unfortunately, however, this has had the effect of curtailing children's radio programs instead of improving them.

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3. John W. Studebaker, United States Commissioner of Education and Chairman of Federal Radio Education Committee, Criteria for Children's Radio Programs, Washington, D. C. Federal Security Agency, United States Office of Education, 1942. 24 pp.

Moreover, commercial radio has found it safer to withdraw juvenile programs rather than risk the damaging effects of parental ill-will. Admittedly, we have fewer bad programs, but at the same time fewer children's programs of any kind, with little encouragement for experimentation in this important field.[4]

The problem of this study is to discover the out-of-school radio-listening activities of 300 junior high school pupils, and, after analyzing the results, to draw some conclusions therefrom. These findings should enable the parent or teacher who studies them to better equip himself to inculcate in children more discriminating habits of listening, designed to yield the most desirable kinds of pleasure and educational values.

Purpose of the Study

The present study seeks to define approximately when, where, how, and to what radio programs the pupils of the eighth and ninth grades of the Nathan Hale Junior High School are listening. It is hoped that the conclusions drawn at the completion of this study will help to formulate a constructive program of guidance in radio listening for parents, teachers, and administrators.

It is often observed that the tastes for certain radio programs of one or both parents exercise considerable influence

4. Josette Frank, "Radio and Our Children," Child Study (Winter 1941-1942), 19: 54-56.

over the rest of the household. The mere fact that parents are keenly interested in symphonic music often helps to create a similar musical interest in other members of the family. Likewise, it seems that children who listen with their parents to what is considered best in radio tend to develop sensitivities and insights which should enable them to appreciate and respond to some of life's most beautiful and character-building experiences.

Parents and teachers are charged with tremendous responsibilities in helping children to form good tastes or high standards in radio-listening activities.

A correspondent of the Christian Science Monitor writes that the illiterate masses of India, thanks to educational radio talks in the numerous dialects of that vast country, are being slowly but appreciably weaned away from their taboos and superstitions, and influenced to listen to the gospel of knowledge. This correspondent states that while older members of various communities warned the people that radio was a "clever scheme" whereby the government intended to introduce another tax, the children remained eager listeners. Furthermore, adults are also being drawn to the microphone, notwithstanding the criticism mentioned.[5]

Many mothers have informed the writer that radio listening had induced their children to eat more wholesome foods, kept

5. William C. Bagley, "The High Uses of Radio," School and Society, (July 12, 1941), 54: 23 pp.

them quietly in bed when ill, and amused them while they were convalescing.

Teachers have also reported that they believe radio programs create good general listening habits, stimulate curiosity and interests, develop an appreciation of poetry, music and drama, and broaden their students' backgrounds of information, enabling them generally to discuss things intelligently. As one parent put it, "It seems to be pretty much up to the individual home and parent whether radio is a curse or a boon."

Concerning the degree of importance of radio-listening as it affects the child, John E. Anderson says:[6]

> "The significance of the radio in the life of the modern child is beyond question as the parents observing his own children and the educator familiar with certain studies show. One of the greatest controversies of our time revolves around the good or harmful effects of the radio upon children and the related problems of censorship and control. The radio's capacity for arousing interest, the time spent by children in listening to radio programs, and that universal distribution of receiving sets which bring radio programs to almost every child make the problem of more than local interest. The skillful use of the radio for propaganda, and the control of radio output in other countries which use it as a device for the training of children in a particular political philosophy, intensify the problem and make it of national importance."

Another authority on this subject, John J. DeBoer of Chicago Teachers College, says:[7]

> "There is cause for apprehension in the fact that this great educative project is conducted almost entirely

6. John E. Anderson, "The Radio and Child Development," The Phi Delta Kappan (March, 1939), 21: 315 pp.

7. John J. DeBoer, "Pied Piper or Educator," Childhood Education (October, 1939), 16: 74-79.

> upon a commercial basis and that the welfare of children is necessarily considered only secondarily, if at all."

In direct contrast to this statement, President William A. Horton, of Smith College, remarked before the sixth annual Institute for Education by Radio:[8]

> "In regard to the culture, the intelligence, and the morals of our democracy, we still believe, for the most part, in the genial destiny of good luck...so we expose our young to the commercial stimuli of a mechanized culture...to the syndicated comic strip, the funnies, the commercial movie, commercial sports, and the commercialized radio. We assume that out of all this they will 'naturally' develop intelligence, morale, and a sense of values equal to the demand that modern citizenship will make upon them."

Thus the writer will endeavor to ascertain in this study the number of radios that are accessible to the boys and girls in the eighth and ninth grades of the Nathan Hale Junior High School of New Britain, Connecticut, the extent to which these pupils choose their own programs, the most common activities they engage in while listening, their favorite radio programs, the time when they listen most, and the number of hours consumed in listening.

Value of the Study

This study of out-of-school radio-listening activities of the Nathan Hale Junior High School pupils should be valuable to parents as well as teachers and administrators in bringing to light many pertinent matters pertaining to radio listening. In acquainting parents and teachers with this problem, it may

8. William A. Horton, "Education by Radio," School and Society (April 20, 1946), 63: p. 279.

enable them to find ways and means to remedy or improve the present situation.

Up to now, parents just seem to "pass the responsibility" to the teachers or to the school in general. Quoting a phrase often heard from parents, "Won't you please ask Mary not to listen to this or that program? She will listen to you, I'm sure." Or, on the other hand, the teacher feels that it is not his responsibility but that of the parent, and so the situation continues practically unguided by anyone.

Parents and teachers must work together to help their children develop good radio-listening habits and to be selective in their choice of programs. Listening, of course, is a democratic procedure, but it is the duty of the parent and teacher alike to make the children aware of these democratic privileges and to obtain the greatest possible benefits from this "miracle of the ether."

Doubtless general agreement could be achieved in urging the policy that homes and schools should call for the fullest possible use of the radio as a means of arousing in young people a vital conception about the issues of democracy--of what America means today.

The obligations in this situation seem, to the writer, to lie with the parents and educators even more than with the broadcasters and sponsors. We have to attack the problem in terms of what we conceive its relationship to the needs of children, in terms of the forces that influence their develop-

ment, and by utilizing our resources and our talents to the utmost.

The student of history can easily recall the mighty influence of the radio when it was used by Hitler as a powerful weapon to indoctrinate the German youth with Nazism.

Way back in the early twenties, Russia recognized radio's possibilities for mass education and began to use it effectively for cultural and political propaganda. Great Britain has also awakened to the importance of radio and has swung into a well-defined program for its children and youth. Great music and literature are brought to youthful listeners constantly and they are guided along the right lines to appreciate and absorb the "better things of radio." Our American youth, too, have a great challenge to meet. Just as radio has been a dynamic aid in guiding the thinking of the children of Germany, Japan and Russia, so must this powerful instrument in America play its important role in democracy.[9]

We know that democracy has never faced a greater peril than it faces today at home and in those countries where the American "G.I." is stationed. We need to realize that democracy has a great opportunity for universal diffusion. If the United Nations stands for a peaceful world, then we as educators must educate the rising generation everywhere to understand and work together in the construction and maintenance of a cooperative world based on economic equality, on religious tolerance,

9. Dorothy Gordon, "Radio for Children: Ours, Our Allies, Our Enemies," The Elementary English Review (April, 1944), 21: 130-134, 137.

and the dignity of each human being. This can be aided and abetted through the powerful medium of radio.

Despite the fact that most of us believe that radio, with all its shortcomings, does much good, we as educators are not quite sure what its effective role is, or should be. We are still at a loss to know what radio actually contributes to youths' understanding of the world or of its effects on their attitudes, values and purposes.

Admittedly, over a period of years, there has been a rapid development of children's programs. However, it is discouraging to note that in this country at the present time the number of worthwhile children's radio programs is on the decline, except for a few isolated cases.

In view of the fact that this powerful medium of communication is operated almost exclusively for commercial profit, the kind of radio programs that children and adults listen to is apparently secondary; but the mere fact that children listen to certain programs of their own accord obviously constitutes a relatively significant problem.

Hence, it becomes a moot question as to whether radio programs are an instrument of exploitation, a form of harmless entertainment, or a means for the development of a greater appreciation of many basic factors that are a part of everyday living.

The time is "ripe" for parents, educators, and other groups interested in children to throw off their apathy concerning radio programs. They owe it to youth and to the future gene-

ration to see to it that a greater amount of time is devoted to constructive children's programs and discriminate listening. We should not leave our youngsters "hanging out on a limb" while other countries are using radio as a powerful weapon to indoctrinate and educate their youth.

The writer does not mean to advocate the idea of complete control over the child's activities by means of compulsion--for this would only serve to increase the problem rather than diminish it. For example, one author says:[10]

> "Certain prohibitions of listening or condemnations of programs are not more effective than were the efforts of parents of former generations to curb the reading of 'dime novels.'"

Also in conjunction with this statement, another writer states "that stressing the undesirability of attempting to control radio activities, or to condemn, ignore, or deplore out-of-school listening activities, does not contribute toward solving the problem involved."[11]

Thus it is believed that the findings of this study will be an incentive to all parents, teachers and administrators in this area to take a keener interest in the kind of radio fare children listen to--and endeavor to help our boys and girls to develop the capacity to discriminate between good and bad programs.

10. Hazel L. Gibbony, "Radio and the Elementary School Child," Educational Method (January, 1939), 18: 166.

11. "Is Out-of-School Listening Important?" How to Use Radio in Classrooms. Compiled by a Committee of Teachers and Radio Educators in Association with the Evaluation of School Broadcasts. Columbus, Ohio, 1939. 12 pp.

Other Related Studies

One of the first attempts to evaluate any series of radio programs was made in the spring of 1930 by the United States Office of Education, in conjunction with the American School of the Air.[12] This was done by means of a check-list to discover what radio programs in history, literature, music, health, civics and nature study pupils from the sixth to eighth grades preferred listening to.

Research reveals that no systematic effort has been made to determine geographical variations in the radio-listening activities of pupils of Junior High School age, There is, however, indication of a smaller amount of listening on the West Coast as compared with other parts of this country.[13]

A study was made in Washington, D. C.,and its environs of High School children that established a peak in the amount of radio listening for the age group between twelve and fifteen, and a considerable drop for the following years of from fifteen to eighteen (from seventeen hours forty-eight minutes to nine hours twenty-four minutes per week).[14]

No doubt there has been considerable criticism and dissatisfaction voiced by parents and educators relative to the

12. H. S. Hettinger, "Needs and Opportunities in Radio Research," Proceedings, Institute for Education by Radio, Columbus, Ohio, 1934, 266 pp.

13. Herta Herzog, "Children's Radio Listening," Office of Radio Research, Columbia University, New York, April, 1941, p. 84.

14. W. R. Clark, "Radio Listening Habits of Children," Social Psychology (March, 1940), 12: 131-149.

type of radio programs, but it is the writer's contention that, despite all this opposition, very little has been accomplished.

As far back as 1933, the Parent-Teachers Association of the Fox Meadow School of Scarsdale, New York, took the initiative and made a study of the radio interests of the pupils of grades three through five, a total of about 286 children.[15] Some of the results of this study showed that in all grades only three pupils did no listening and many expressed a dislike for symphonies, but a great desire for the mystery and entertainment programs.

In the same year, an attempt was also made by librarians, educators and parent-teacher groups to establish a clearing center for information about children's radio programs. This failed to materialize for lack of funds. Later, in 1935, a committee of The Child Study Association of America attempted to formulate criteria for such programs, based in part on special surveys which showed, among other things, that the reactions of the children were almost directly opposite to the judgment of their elders as to how children should react.[16]

Typical reviews taken from Child Study, Spring, 1940, showed that "Jack Armstrong," for example, was a long-run serial of adventure and mystery, packed with thrills that held

15. "Radio for Children--Parents Listen In," published by Child Study (April, 1933), 10: 193-198.

16. Sidonie Matsner Gruenberg, "What Radio Fare for Our Children," Progressive Education (December, 1941), 18: 453-457.

its audience at a fever-pitch of excitement; that it was geographically absurd, the plot uninspired, the acting poor, and the diction deplorable. But children, even though they know these facts, go on listening enthusiastically. The same may be said of "Little Orphan Annie," a program highly disapproved of by parents but enjoyed by children.[17]

In 1939 a Radio Council on Children's Programs was organized. A survey by this council revealed that there were too few programs during "the children's hour"--five to six in the afternoon--and that, on the whole, most of those available were of poor quality.[18] The report recommended "more educational material in entertainment, and more showmanship in educational programs." It pointed also to the fact that children do listen to "adult" programs, but considered this, in general, undesirable.

But considering the lapse of time between 1939 and 1945--obviously we have come a long way toward improving children's programs, according to Miss Grace Johnson, Director of Women's and Children's Activities for the American Broadcasting Company. Miss Johnson says:[19]

> "We work with the script writer to see to it that, at the same time the youngsters are enjoying their radio fare, they are learning...For instance, 'Jack Armstrong' has taught the need for schooling in science, geography, mathematics, and at the same time has told the listeners much about people, industry, and culture of Australia and

17. Gruenberg, op. cit., pp. 453-454.

18. Ibid., p. 454.

19. Gladys Denny Schultz, "Comic-Radio-Movies," Better Homes and Gardens (November, 1945), 24: 22,23,73-75,108.

other faraway places... 'The Quiz Kids' have glamorized general information. 'Terry and the Pirates' has taken its followers to China, India, Burma..."

According to Mrs. Dorothy Lewis, of the Radio Council on Children's Programs,[20] the responsibility for making children's radio a force for good is divided between parents and industry. Industry has accepted its responsibility, and is doing a fine job. Parents, however, haven't yet found the technique to guide their children's listening.

Eisenberg[21] made a comprehensive study of 3,345 children and their parents in the New York Metropolitan area, which is discussed in his book, Children and Radio Programs. Check-lists were distributed to both parents and children, whose age range was from thirteen to fifteen in school-grade levels of V, VI, VII and VIII. This extensive investigation disclosed that boys and girls, in their choice of programs, differed not so much in kind as in degree of interest; that children of higher intelligence listened slightly less than those of lower intelligence; that they expressed definite preferences with respect to radio listening and other activities. As their first reason for enjoying radio programs, boys and girls mentioned that they were "comical and funny." Regarding the parents' point of view, radio is a helpful instrument rather than one that is deterrent.

20. Schultz, op. cit., p. 455.

21. Azriel L. Eisenberg, Children and Radio Programs, Cited by W. R. Clark, New York; Columbia University Press, 1936, pp. 19-24.

In a study of children's commercial programs made by Longstaff,[22] in the field of radio advertising to determine the effectiveness of the program to produce sales for the product advertised, he found that the per cent age of children who listened to each program associated it with the product or vice versa--and used or had used the product; also, the per cent age of children of various ages, sex and intelligence listened to the programs they liked best. He also found that more boys listened and associated the program with the product than do girls; that age played a relatively small part--and intelligence played little or no part in determining who listens and what will be remembered.

Another interesting study was conducted by Tyler, who used the check-list technique.[23] Tyler endeavored to ascertain the comparative intelligence levels of pupils according to high, average and low quotients. He secured information relative to the number of radios in homes, the amount of time children spend listening, their favorite stars and their various listening activities. The data were analyzed to discover sex and grade-level differences in relation to the amount of time spent in listening. The following were some of the results:

1. Radios were in use in ninety-seven per cent or more of the homes.

22. H. P. Longstaff, "Effects of Children's Radio Programs," Journal of Applied Psychology (April, 1936), 20: 208-220.

23. I. K. Tyler, "Radio Studies in the Oakland Schools," English Journal (March, 1936), 25: 206-215.

2. Girls spent more time listening than boys.

3. There was a tendency for listening to decrease with an increase in the I. Q.

4. The greatest appeal for all in order of popularity was: short plays, variety programs, sports and comedy programs.

5. Boys showed a preference over girls for sport and news; girls evinced more liking for dance music.

6. When all grades were considered as a whole, differences in intelligence levels seemed only a small fraction in affecting children's choice of programs.

A California study failed to confirm these data, the findings revealing little difference in the amount of time spent listening among the various grades in High school.[24]

Whether the discrepancy between these viewpoints expresses a geographical difference or is caused by some other variation in the composition of the two samples is difficult to determine.

One of the most popularized findings about children's radio-listening activities refers to the fact that, even at an early age-level, children listen largely to what is available on the radio. While the so-called "children's programs" have primarily a young audience, they are by no means the only ones listened to by children. In the survey made by Clark,[25] the programs tuned in by children in three age groups were compared against available programs during the week in which they were studied. It was found that the correlation between program

24. I. K. Tyler, "Radio Studies in the Oakland Schools," Education of the Air (March, 1934), 5: 297-312.

25. Clark, op. cit., pp. 131-149.

types available and those listened to was .90 for the age group nine to twelve; .93 for the group twelve to fifteen; and .96 for the oldest group between fifteen and eighteen years of age.

It should be kept in mind that the analysis represented a correlation of types of programs and not of single programs, as is the case in this study.

Much has been written about radio's obligation to education, but it is interesting to note here that someone has taken the other side of the issue. Director Lyman Bryson, Columbia Broadcasting System's Educational Director[26] writes:

> "Despite the fact that there are men and women who feel that the vigor and progressiveness of radio depend on its being a clearing house for ideas of minorities as well as majorities--there are persons and stations that are constantly being criticized by listeners for the carelessness of their competitors who have not the same consciousness of the social responsibilities of radio. To teach the public to listen with discrimination to the various stations until they know the quality of each station's offering is a task that should begin in the schools--and in fact should continue throughout adult education. A greater sense of discrimination among sources of broadcasts would enormously increase the probability that broadcasting would make continuous progress."

Discriminating listeners can hear Lyman Bryson's even-handed, penetrating analyses of national and international problems on "Time for Reason," Station WCBS Sundays at 1:30 p.m.

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26. Lyman Bryson, "Listeners' Discrimination Urged as a Spur to Improvement in Programs," C.B.S. Listeners' Guide (April, 1946), 61: p. 8.

CHAPTER II

Procedure

To ascertain the out-of-school radio-listening activities of children, this survey was limited to the pupils of the eighth and ninth grades of the Nathan Hale Junior High School of New Britain, Connecticut.

This school was selected by the writer because the enrollment was large enough to permit adequate sampling and represented a good cross-section of the city with pupils of varied intelligence, socio-economic levels and different nationalities.

A check-list[27] was submitted to the pupils of the eighth and ninth grades (a total of 300) by the regular classroom teachers under the guidance and supervision of the writer. The number of pupils in each class averaged twenty-five and the amount of time consumed by each class was from thirty to forty-five minutes. The pupils were directed to study each item carefully and answer it to the best of their knowledge. They were permitted to ask questions. All pupils cooperated and enjoyed filling out the check-list.

Radio Programs

To ascertain the principal radio programs that junior high school students listened to during out-of-school hours, over 100

27. See Appendix.

popular radio programs were added to the check-list and additional spaces were made available for pupils to write the names of their preferred programs that were not included in the list.[28] The titles of more than one hundred and fifty programs were written in the blank spaces, raising the total number of preferred programs to approximately two hundred and fifty.

Only programs that were broadcast from 7 a.m. to 8 a.m.; 12 a.m. to 1 p.m.; and 4:30 p.m. to 10 p.m. during the week of March 11, 1946, were considered in this study. The writer, in questioning many of the pupils, found out that, in general, most pupils turn off the radio after 10 o'clock.

To make an analysis of all radio programs that were checked and recorded as the ones they actually preferred listening to during the week of March 11, 1946, a summary of all programs was compiled; but for the purpose of this study the twenty most popular programs as indicated by the pupils in order of preference will be used. (See Table I.)

28, See Appendix.

TABLE 1. Radio Programs Most Children Prefer Listening To

Order of Preference	Name of Program
1.	The Answer Man
2.	A Date with Judy
3.	Counter Spy
4.	Glamour Manor
5.	Gangbusters
6.	Jury Trials
7.	Bing Crosby
8.	Fibber McGee and Molly
9.	Charlie McCarthy
10.	Life of Riley
11.	Jack Benny
12.	Truth and Consequences
13.	Baby Snooks
14.	Joan Davis Show
15.	Suspense
16.	George Burns and Gracie Allen
17.	Can You Top This?
18.	Dr. Christian
19.	Crime Doctor
20.	Mr. District Attorney

Age Groups

The factor of age does not play an important part in this study in view of the fact that the survey is concerned primarily with the differences in sexes and grade levels. The age distribution is given in Table 2 to show the range of ages of pupils participating.

TABLE 2. Classification of Pupils in Age Groups

Grade	Age	Number of Pupils
8	13-14	120
9	14-16	180
		Total 300

Sex Differences

The sex differences were studied by comparing the answers of 160 girls and 140 boys included in this study.

Grade Levels

The total number, grade and sex of pupils who participated are given below in Table 3.

TABLE 3. Classification of Subjects

Grade	Boys	Girls	Number of Pupils
8	50	63	113
9	90	97	187
			Total 300

Intelligence Groups

In order to study the relationship of intelligence to radio-listening activities, the recordings of the check-lists were classified according to the intelligence quotients of the pupils, which were taken from the individual accumulative record cards in the school's office.

The grouping below was used, which gave the following distribution:

TABLE 4. Classification of Pupils in Intelligence Groups

Group	I.Q.	Number of Pupils
1	70-79	37
2	80-89	66
3	90-99	92
4	100-119	93
5	120-129	11
6	130 and over	1
		Total 300

The Sampling

This sampling included 300 pupils from the eighth and ninth grades with an age range from thirteen to sixteen years, and a grade range from the eighth to ninth--including the bright, normal and dull groups of pupils.

CHAPTER III

The Findings from Investigations of Radio Listening

Detailed data will now be supplied, showing what programs junior high school children listen to, the programs to which they prefer listening, and the amount of time they spend at the radio. These specific findings are of vital importance to parents and teachers who are interested in what the radio is doing for their children. Advertising agencies and other commercial firms are anxious to receive specific guidance to attain standards which would safeguard their programs from parents' criticisms, and still make them sufficiently attractive to the young listeners to assure a profit to their sponsors.

Radios in Homes of Children

The writer, who is a principal of many years' experience, has often wondered just what access the pupils of junior high school age have to the radio. In investigating this, it was found that virtually all of the pupils have access to the radio, as 97 per cent of pupils have radios in their homes and 100 per cent are reported as having access to them. For practical purposes, it may be assumed that radio is an important factor in the environment of all boys and girls of junior high school ages and the intelligence groups into which the pupils of this study have been grouped and classified.

Extent to Which Pupils Select Their Own Radio Programs

Although it is generally true that some parents select the radio programs to which they wish their children to listen, this is apparently not the usual practice of parents of the pupils in the Nathan Hale Junior High School. This study shows that approximately one hundred per cent of these pupils select their own programs.

There are some variations in the findings of this study as compared with those of Morgan and Straker in their survey of a group of Indiana school pupils.[29] While practically 100 per cent of the pupils of this study indicated that they select their own radio programs, the Indiana County study shows that 82.9 per cent of the pupils select their own programs and 14.27 per cent do not.

One might conclude from this comparison that there is practically little or no supervision of radio-listening activities of children on the part of the parents of the Nathan Hale Junior High School pupils. Of course, if we take into consideration the fact that the age group of the pupils in this study ranges from thirteen to sixteen as compared to the age range of three through twelve of the Indiana school children, it becomes apparent that the reason for closer supervision in the latter group might be that younger children are more firmly guided than the older

29. Clarence M. Morgan and E. Straker, "Out-of-School Radio Listening Habits of Vigo County (Indiana) School Children," Teachers College Journal (May, 1939), 10: 112-115.

group and that supervision decreases gradually as the child grows older.

The writer, in interviewing several of the parents concerning this matter, discovered that most of the parents were unacquainted or unconcerned with what radio had to offer, or possibly thought that boys and girls of junior high school age were mature enough to choose their own radio programs.

A finding that is somewhat closely related to this study was made by Josette Frank,[30] who discovered that most children select their own programs because there were not enough programs on the juvenile level for them to enjoy. The reports on children's listening also showed that each child selects his programs to meet the needs of his own personality, the need for identification, hero worship, etc.

The factor of intelligence is of little significance in this phase of the study inasmuch as about 100 per cent of the pupils in the various intelligence groups choose their own programs.

Thus it appears that in the out-of-school radio listening activities, the boys and girls of the Nathan Hale Junior High School--of all levels of intelligence--pick their own programs and have their own preferences in selecting those of their own choosing.

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30. Josette Frank, op. cit., p. 55.

Grade Levels in Relation to Kinds and Amounts of Radio Listening

In this study, it was found that the 300 junior high school pupils listened on an average of four hours and thirty-two minutes each day. This was more time than Clark found his subjects spent in radio listening. Clark showed an average listening time of fifteen hours and thirty-nine minutes each week.[31] This averages approximately two hours and fourteen minutes per day--two hours and eighteen minutes per day less than that of the pupils represented in this study.

In response to the statement, "Please indicate the approximate number of hours and minutes you actually spend daily listening to the radio,"[32] the pupils of the present study of grade eight showed that they spent more time at the radio than those of grade nine. A tabulation of responses (see Table 5) shows that whereas boys of grade eight spend on the average approximately five hours and forty-two minutes per day in radio listening, the greatest amount of time spent in daily listening of any level or sex group, the girls of this level also spend more time than both boys and girls of grade nine; namely, four hours and forty minutes per day.

The boys of the ninth grade groups spend the least time at the radio, approximately three hours and twenty-five minutes. This is, however, but fifty-six minutes less time than is spent

31. Clark, op. cit., p. 147.

32. Pupils' Check-list, see Appendix.

by the girls of the same level. The difference in the time devoted to the radio between the boys and the girls is very slight, showing that the boys as a whole spend only seven minutes more time daily at the radio than does the total number of girls--as shown in Table 5.

TABLE 5. Amount of Time Junior High School Boys and Girls Spend Daily Listening to the Radio

Grade Level	Boys		Girls		All Pupils	
	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.
8	5	42	4	40	5	11
9	3	25	4	21	3	53
Average	4	33	4	31	4	32

Intelligence and Amount of Radio-Listening

In order to study the relationship of intelligence and radio listening of out-of-school listening activities, the pupils' recordings were grouped according to their intelligence quotients, as shown in Table 6, (1) 70 to 80, (2) 80 to 89, (3) 90 to 99, (4) 100 to 109, (5) 110 to 119, (6) 120 and over.

TABLE 6. Amount of Time Boys and Girls of the Various Intelligence Levels Spend Daily Listening to the Radio

Intelligence Quotient Levels	Girls		Boys		All Pupils	
	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.
79-80	6	4	4	46	5	25
80-89	4	20	4	35	4	2
90-99	5	48	4	25	5	6
100-109	3	44	4	26	4	5
110-119	4	29	4	31	4	30
120 and over	4	0	4	0	4	0

Referring to Table 6, one can see that the intelligence factor is of minor significance in considering the amount of time which all the pupils of junior high school age spend in daily radio listening. When boys and girls are taken separately, the significance is greater. The girls of the 110-119 group spend slightly less time than the boys of the same group, namely four hours and twenty-nine minutes as compared with four hours and thirty-one minutes for the boys. The girls of the lowest I.Q. group (79-80) spend more time (six hours and four minutes) than the boys on the same level (four hours and forty-six minutes). This exceeds the listening time of the children on any of the other levels. There is a decrease in daily listening time of girls and boys from the lowest I. Q. to the highest I.Q. group--of from four hours and forty-six minutes for the boys in the 79-80 group to four hours and thirty-one minutes for the boys in the 110-119 group. Also there is a sizable decrease of listening for girls in the 79-80 group, six hours and four minutes to four hours and twenty-nine minutes for girls of the 110-119 group.

It is significant to note that the boys and girls in the 120-and-over group spend an equal amount of time daily listening to the radio--i.e., four hours.

From the figures in the foregoing table, it is evident that intelligence bears some relation to the amount of time pupils spend daily listening to the radio, but that the time difference of boys and girls on the same level is comparatively insignificant.

In a survey of pupils conducted by Tyler of California, it was found that girls of various intelligence groups listened more than boys.[34]

It might be assumed that boys and girls of higher intelligence are somewhat more selective in their choice of programs and probably spend more time studying their lessons than do the children of the lower branches.

Radio Programs Children Listen to

As previously stated in the report, the pupils were requested to check the programs shown in the check-list[35] (see Table 1), the ones they actually preferred listening to during the week of March 11, 1946, and also the ones in the blank spaces that were not included in the list.

A summary of their responses is presented in Table 7 with the programs indicated in their order of preference by choice of all pupils.

34. Tyler, op. cit., p. 210.

35. See Appendix.

TABLE 7. Per Cent of Pupils of Both Grade Levels Preferring Certain Radio Programs

Order of Preference	Name of Program	Per Cent of All Pupils
1.	The Answer Man	73.3
2.	Counter Spy	72.3
3.	A Date with Judy	72.3
4.	Glamour Manor	70.2
5.	Gangbusters	63.3
6.	Jury Trials	62.0
7.	Bing Crosby	61.3
8.	Fibber McGee and Molly	59.6
9.	Charlie McCarthy	59.6
10.	Life of Riley	59.3
11.	Jack Benny	59.3
12.	Truth and Consequences	56.3
13.	The Joan Davis Show	55.3
14.	Baby Snooks	55.3
15.	Suspense	51.0
16.	George Burns and Gracie Allen	49.6
17.	Can You Top This?	48.3
18.	Dr. Christian	48.3
19.	Crime Doctor	48.0
20.	Mr. District Attorney	46.6

Of the twenty most popular programs indicated on the check-list[32] as the ones actually heard during the week of March 11, 1946, nearly three-fourths of all the pupils showed that they listened to the "Answer Man"--obviously the best-liked program.

"Counter Spy" and "A Date with Judy" were tied for second place with 72.3 per cent respectively.

"Glamour Manor" was a close fourth with 70.2 per cent and "Gangbusters" seemed to be very popular with a percentage of 63.3. The following were quite close in order: "Jury Trials," 62.9 per cent; "Bing Crosby," 61.3 per cent; "Fibber McGee and Molly," 59.6 per cent; "Charlie McCarthy," 59.6 per cent; "Life of Riley," 59.6 per cent; "Jack Benny," 59.3 per cent; "Truth and Consequences," 56.3 per cent; "Joan Davis Show," 55.3 per cent; and "Baby Snooks," 55.3 per cent. The remainder, listed on page 31, shows that the difference in percentages is slight.

That junior high school pupils actually listen more to types of programs that are classified as Information, Comedy, Excitement, Crime, Entertainment and Variety is quite apparent.

The program that reveals the greatest significance is the "Answer Man," the popularity of which indicates in some measure that these youngsters are curious and seek information. Another reason why they choose this program is that it is usually heard at the supper hour and lasts for fifteen minutes only.

It is interesting to note that, without exception, each of the three hundred pupils in this study manifested more or less

32. See Appendix.

interest in one or the other following types of programs: Information, Mystery or Crime, Entertainment and Comedy, and Variety.

That the junior high school pupils crave excitement is manifested in their choice of "Counter Spy"--72.3 per cent, and "A Date with Judy"--with an equal percentage.

That 70.3 per cent of the children preferred to listen to "Glamour Manor"--a program full of fun and entertainment--indicates that many of the junior high school boys and girls enjoy the radio at noon from 12:00 to 12:30.

It would seem logical to conclude from these findings that junior high school children do not always listen to whatever is available on the radio, but have specific preferences for the kind of programs that give them thrills, mystery or entertainment.

It was discouraging to observe that there was practically a negligible interest shown in good, serious music, or educational and religious programs.

This study is quite similar to the one reported by Morgan and Straker, who found that the type of programs most listened to were, in the order of popularity: comedy, drama, and questions and answers.[36]

When Junior High School Pupils Listen to the Radio

The response to the statement, "Check the item that indicates the time you listen to the radio--in the morning, in the evening after school, at noon, or after supper"[37] revealed

36. Morgan and Straker, op. cit., p. 113.

37. Pupils' Check-list, See Appendix.

that the most popular listening hours of the three hundred pupils were as follows: seventy-one per cent checked "after supper" as the time they listened to most. However, the time designated "in the evening after school" was checked by 68.3 per cent of the pupils, indicating that this, too, is a very popular time for radio listening.

The least popular of all listening times indicated on the check-list was the noon-day period. Even though the records showed this to be the time when the least amount of listening was done by the pupils, it can hardly be termed an unpopular hour for these youngsters, as the figures reveal that more than one-half of the pupils (58.3 per cent) listen at this time of day.

Probably the reason fewer children listen to the radio during the noon-day period is that the time between the morning dismissal and the starting period in the afternoon is little more than an hour, and most of this time is utilized in eating and in going to and from school. Another point to substantiate the fact that noon is a popular time is that 70.2 per cent of the pupils checked "Glamour Manor," a noon-hour broadcast, as the one they preferred listening to. Most surprising of all were the figures indicating that the period "in the morning before school" was another popular time for listening--66.2 per cent of pupils checked this period. This might be explained by the fact that the pupils enjoy listening to the Newscasts to gather material and information for their daily Current Events and Social Studies classes. Also for

pure enjoyment, young Americans are avid for news, gossip, etc.

In a study embracing more than one thousand high school listeners, Hewes[38] reported that radio listening was not restricted to afternoon hours but was heavy at the earlier evening hours. Programs which came at about seven o'clock, and even later, reached a juvenile audience.

As to time of day when listening is greatest, data vary according to the age groups studied and the socio-economic background of the sample. This might reflect differences in parental control.

Pupils' Favorite Radio Programs

In response to the request, "Write the name of your favorite program,"[39] the Jack Benny program was indicated as the one best liked by 60.4 per cent of the 300 pupils who checked this statement. It was surprising to note that a greater number of boys than girls indicated this as their favorite program. As a general rule, Jack Benny is a great favorite among the fair sex. The Jack Benny program heads the list of eight favorites as shown in order of rank in Table 8.

38. R. K. Hewes, "A Study of 1000 High School Listeners," In Education on the Air, Columbus; Ohio State University, 1933, 4: 326-329.

39. Pupils' Check-list, see Appendix.

TABLE 8. Programs Which Boys and Girls Report as Their Favorites

Order of Rank	Name of Program	Per Cent Preferring Programs		
		Boys	Girls	Total
1.	Jack Benny	67.0	53.8	60.4
2.	Glamour Manor	54.7	46.6	50.6
3.	Mr. District Attorney	58.0	42.4	50.2
4.	Fibber McGee and Molly	46.2	53.8	50.0
5.	Truth and Consequences	47.1	52.7	49.9
6.	Charlie McCarthy	60.0	39.6	49.8
7.	Gangbusters	50.0	49.7	49.8
8.	Counter Spy	51.6	48.4	49.5

Although the Jack Benny program is listed as the most popular by the total number of pupils, it is tied with "Fibber McGee and Molly" when boys and girls are considered separately. Over fifty per cent of the girls showed an equal preference for both programs, while the boys indicated a 67.0 per cent for "Jack Benny" and only 46.2 per cent for "Fibber McGee and Molly." "Glamour Manor" is listed as the second most popular program by 50.6 per cent. This favorite noon-time program enjoyed by both sexes bears out the fact, previously mentioned, that the noon hour is a popular listening time with the junior high school pupils. The third most popular program, "Mr. District Attorney," featuring crime, is enjoyed by 50.2 per cent of pupils. "Fibber McGee"

ranks fourth with a percentage of 50.0. "Truth and Consequences"--a mediocre program but often filled with thrills of the unusual sort--is liked by approximately fifty per cent of the group. The sixth most popular favorite is "Charlie McCarthy" and although the number of pupils preferring this program totals 49.9 per cent, it stands quite high in the listening preference of the boys--sixty per cent as compared to that of the girls, 39.6 per cent.

"Gangbusters" and "Counter Spy" follow closely with percentages of 49.8 and 49.5 respectively, indicating that these two programs are enjoyed by approximately the same number of boys and girls. Considering the programs in general, the difference in program preference between sexes does not seem to be so much a matter of kind as of degree.

Minor interest was shown in symphonic or classical music and little or none was evidenced in religious programs. Such edifying programs as "Halls of Congress," "People's Platform," and other educational and cultural features received very little attention from both sexes of the junior high school.

Activities Engaged in While Listening

In response to the statement, "Do you do something else while listening to radio programs?"[40] tabulations in Table 9 reveal that 87.2 per cent report doing other things while listening to radio programs. Highest among these are the boys of

40. Pupils' Check-list, see Appendix.

the eighth grade--98.0 per cent--and boys of the ninth with a percentage of 88.8, approximately ten per cent less than the boys of grade eight.

TABLE 9. Per Cent of Boys and Girls of the Grade Levels Who Engaged in Other Activities While Listening to Radio Programs

Grades	Boys		Girls		All Pupils	
	Yes	No	Yes	No	Yes	No
Eight	98.0	2.0	82.4	17.5	90.3	9.7
Nine	88.8	11.2	79.3	20.7	84.1	15.9
Averaged	93.4	6.6	80.9	19.1	87.2	12.8

Although 82.4 per cent of the girls of the eighth grade report doing other things while listening to radio programs--as compared with the girls of grade nine (79.3 per cent)--the variation is not as great as that between the boys of these two grades.

The above figures indicate that the boys and girls of the junior high school show a definite tendency to divide their attention while listening to radio programs--boys of grade eight, 98 per cent, and grade nine,88.8 per cent, showing higher percentage of activity while listening than do the girls of the two grades, 82.4 and 79.3 per cent respectively.

This study varies somewhat with that of Clark, who found that seventy-one per cent of girls and sixty-one per cent of

boys reported that they engaged in other things while they listened.[41]

Radio has undoubtedly exerted a marked influence on the attention habits of the junior high school pupils. Concentration on their home work must suffer to some extent if we consider that pupils attempt ineffectually to study and listen at the same time. This may be the reason why some pupils have poor concentration habits. Of course, if we consider the type of program listened to, the danger of developing a tendency toward poor concentration probably is not so great; for example, a musical program as compared to a drama. However, one can be quite sure that the degree of attention junior high school students give to radio depends upon their interest in particular programs.

Responses recorded on the following page in Table 10 reveal significant interest in doing certain things like eating and singing while listening.

41. Clark, op. cit., p. 268.

TABLE 10. Percentage of All Pupils Doing Other Things While Listening to Radio Programs

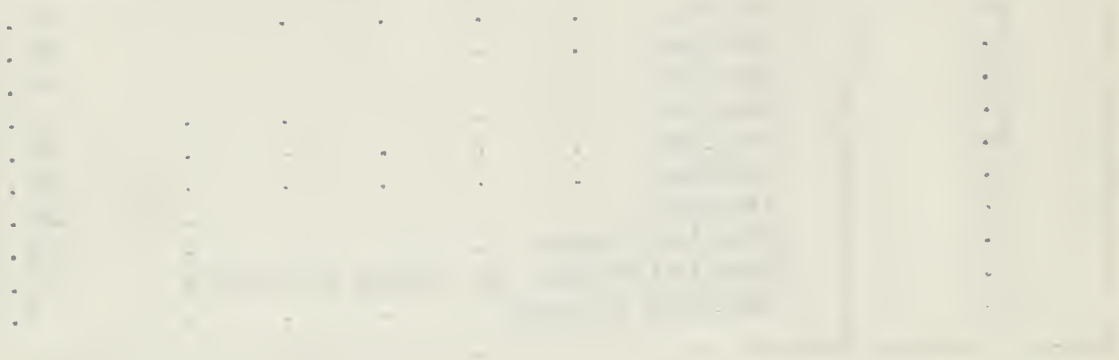
Order of Rank	Activity	Per Cent
1.	Eating	86.3
2.	Singing	54.0
3.	Reading	45.3
4.	Dancing	39.0
5.	Writing	34.6
6.	Talking	34.3
7.	Studying	31.3
8.	Playing Games	31.0
9.	Participating in Radio Contests	15.0
10.	Washing dishes	4.6

Other activities engaged in to a lesser extent were sewing, housework, playing cards, or just sitting and drawing pictures.

Parental and Teacher Guidance of Pupils' Radio-Listening Activities

Consideration is given here to any guidance children report their parents or teachers have administered in their radio-listening activities. Items 11 to 16 inclusive of the check-list[42] ask junior high school pupils whether or not their parents or teachers ever advised them to listen to certain radio programs; if they actually listened to the program suggested or disapproved of; or whether they heeded the advice of either parent or teacher. They were also asked to list the names of the programs to which parent or teacher suggested their listening or not listening.

42. Pupils' Check-list, see Appendix.



Of the 226 pupils who responded to the question, "Have your parents or teachers ever advised you to listen to certain radio programs?"[43] 140 pupils (61.6 per cent) answered "yes" and 86 pupils (38.5 per cent) answered "no."

Although 61.6 per cent of boys and girls in the foregoing number who answered this question reported "yes," the variations of responses of boys and girls of both levels, as shown in Table 11, are significant.

TABLE 11. Percentage of Boys and Girls of Both Levels Who Reported Their Parents or Teachers Had Advised Them to Listen to Certain Radio Programs

Grade	Sex	Per Cent	
		Yes	No
Eight	Boys	8.9	13.3
Eight	Girls	12.0	11.9
Nine	Boys	2.7	8.1
Nine	Girls	38.0	5.1

The figures in Table 11 reveal a marked difference between the reports of the girls of grade eight and nine who answered this question in the affirmative--12 per cent and 38 per cent respectively.

The difference between the boys of both levels who replied in the affirmative is not so great--boys, grade eight, 8.9 per cent; boys, grade nine, 2.7 per cent. Differences in the negative responses are correspondingly less, as shown in the table.

43. Pupils' Check-list, see Appendix.

Comparing the boys with the girls of both levels, the girls report a higher percentage of direction (50 per cent) of their radio-listening activities than do the boys (11.6 per cent). Thus it appears that more control is attempted with the girls than with the boys.

The pupils who answered the foregoing question were also asked to "write the name of the radio program suggested to them by their parents or teachers."[44] These radio programs are presented in Table 12.

TABLE 12. Certain Radio Programs Suggested by Parents or Teachers

No.	NAME OF PROGRAM
1.	Cavalcade of America
2.	Lowell Thomas
3.	Town Meeting
4.	World News
5.	Information, Please!
6.	Church of the Air
7.	Quiz Kids
8.	Raymond Swing
9.	Bing Crosby
10.	Aldrich Family
11.	Quiz of Two Cities
12.	Walter Winchell
13.	Jury Trials
14.	Chicago Round Table
15.	New York Philharmonic Orchestra
16.	Dr. I. Q.
17.	John W. Vandercook
18.	Can You Top This?
19.	Polish Program
20.	Forum of the Air

The pupils were then asked to "check the name of the program (listed in Table 12) that they had actually listened to after being advised to do so by their parents or teachers."[45] Only

44. Pupil's Check-list, see Appendix.

45. Ibid.

thirty-four pupils indicated that they had heeded the advice of their parents and teachers; ten girls of grade eight, seventeen of grade nine, seven boys of grade eight, and none from grade nine. Although the number of pupils is relatively small, it seems logical to assume that girls are more amenable to parental influence.

The writer has discussed the affirmative phase of parental or teacher direction of pupils' radio-listening activities. Another measure concerning the attempts of parents or teachers to discourage their children's listening to certain radio programs will be considered briefly here.

Of the 105 pupils who answered the question, "Have you ever been advised by your parents or teachers not to listen to certain radio programs?"[46] twenty-nine (approximately 28 per cent) answered "yes," and the remainder "no."

The radio programs termed undesirable by the parents were "Inner Sanctum," "Suspense," "Mr. District Attorney," "Gangbusters," "Crime Doctor," "Counter Spy," and others of a similar nature. Ten girls of the twenty-nine reported having refrained from listening to these programs subsequent to being asked not to. None of the boys indicated whether or not they had "listened since." Because of the small number of pupils involved in this phase of the study, the table containing these data has been omitted.

46. Pupils' Check-list, see Appendix.

CHAPTER IV

Summary and Conclusions

Summary of the Study

An attempt will be made in this chapter to summarize the findings revealed by this study. By means of a check-list and some personal interviews with a group of three hundred junior high school pupils, the following were the general findings relative to the children's out-of-school listening activities:

1. One hundred per cent of the pupils have access to radios and ninety-seven per cent have radios in their homes.
2. Practically one hundred per cent of the pupils select their own radio programs.
3. The intelligence factor does not appear to be of basic significance in determining whether pupils do or do not select their own radio programs. Approximately one hundred per cent of pupils of various mental levels determine their own radio preferences.
4. Pupils listen to the radio on a daily average of four hours and thirty-two minutes. Boys and girls of grade eight spend more time at the radio than do those of grade nine. Boys spend approximately the same amount of time in their daily listening as do girls.

5. Pupils in the higher intelligence levels spend the least time listening to the radio; and those of the lower levels spend the most.
6. Some of the programs that were listened to daily by most of the pupils are indicated in order of their popularity: "The Answer Man," "Counter Spy," "A Date with Judy," "Glamour Manor," "Gangbusters," "Jury Trials," "Bing Crosby," "Fibber McGee and Molly," "Charlie McCarthy," and "Life of Riley."
7. Most pupils listen to the radio "after supper," "in the evening after school," and "in the morning before school." Although the noon hour is the least popular listening time, it is a favorite period for more than one-half of the pupils.
8. The Jack Benny program is the preferred radio show of the pupils of the Nathan Hale Junior High School. However, it is more popular with the boys than with the girls. A close second is "Charlie McCarthy," which is also more popular with the boys than with the girls.
9. More than three-fourths of the pupils divide their attention while listening to the radio by engaging in other activities, although the girls concentrate on listening more than the boys.
10. Eating, singing, reading, dancing, writing, talking

and studying are the principal activities engaged in while listening to the radio.

The fact that 97 per cent of the children listened to the radio in their own homes might be an encouraging feature, from the point of view that our youth appears to spend more time at home, instead of frequenting other places in pursuit of excitement and pleasure.

Moreover, if ever it is possible to have complete, intelligent, parental guidance, a workable solution to the problem of low standards of listening may be achieved. In bringing about such a utopia, the teacher will be confronted with the following problem: intelligent handling of this present school generation might be the very foundation for the solution. Educators cannot afford to escape it. They need to prepare for it now.

One source of difficulty is, perhaps, the fact that parents frequently find it hard to accept their children's likes and dislikes for what they are. They naturally want them to listen to what is best in radio--but children, unfortunately, prefer otherwise. Of course, the question of what is "good taste" in children's programs will have to be considered in terms of children's preference, not parents; and also to be taken into account is the wide variety of interests in the young radio audience.

Examination of Findings Revealed in the Study

If one examines the findings revealed in this study, it becomes evident that the listening tastes of the pupils of the Nathan Hale Junior High School need careful guidance if their standards are to be raised. What can be done about it? The first and most important step should be to acquaint the teachers and parents with the situation as it affects the children; after which they must prepare themselves to cope with it. If the standards of listening tastes of these junior high school pupils are to be improved, each teacher must do all in his power to develop in them critical discrimination of radio programs.

As in all cases of introductory new tools of learning, s schools in general have been rather deliberate in making use of the radio as an educational instrument. There seems to be two angles to the problem: one is the need for guidance of home listening; the other, the utilization of school-time broadcasts.

If teachers are to help with the guidance of home-listening activities, they must acquaint themselves with the programs their pupils are hearing. Likewise, they must evince keen interest in these programs and in others from which the pupils might profit. Also, when teachers learn about some new promising program offered by any of the networks, they can, with the help of the parents, encourage children to listen.

It is fairly obvious that the universality and type of radio interests make guidance extremely difficult. A solution of the problem calls for cooperative and intelligent guidance of pa-

rents and teachers. For the foundation of higher standards of listening will come only through discriminating supervision of the present school generation by teachers who are prepared and willing to direct it.

If children can be taught not to accept blindly everything that is broadcast over the air waves, they will have learned one of the principal objectives of education--the ability to discriminate.

Pupils should be made to realize what effect the radio is having on them. They need to become proficient in evaluating programs. Standards for evaluation necessarily should be individual for each pupil according to his own likes and dislikes, but the process of development of a set of criteria may in itself place a barrier in the way of mere passive listening. Programs should be chosen on the basis of the children's individual standards. If the standards are really the pupils' own, and if they apply them honestly, then the choice of programs may inevitably be affected by their whole experience.

Before a pupil can formulate desirable standards of his own, he will have need of an opportunity to discuss his radio experiences with mature persons. Such discussions can aid greatly in the development of better tastes. Since there is probably little opportunity in the average home, the school can well afford to devote at least one period a week--or better--a few minutes each day for discussion of the pupils' favorite

radio programs, under the guidance of an understanding and well-informed teacher.

There are many radio programs related to the work of the classroom that are on the air during and out of school hours. Some of these are: "Exploring the Unknown," "Theatre Guild on the Air," "This Living World," "Boston Symphony," "America's Town Meeting of the Air," and many others. All these programs should prove effective in stimulating the minds and imaginations of young listeners.

In this final chapter, the writer has attempted, within the scope of the study, to show the versatile possibilities of radio and its effect on the juvenile mind. He believes that this greatest instructional instrument of our modern times may be utilized not only as an important educational device for all boys and girls; but, in addition, may be an admirable source of entertainment.

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APPENDIX

Pupils' Check-list

Name_____ Age_____ Grade_____

Name of School_____ Boy_____ Girl_____

Please answer all the questions very carefully. If your answer is "yes," underline the word Yes; if your answer is "no," underline the word No.

1. Do you have a radio in your home? . . .Yes No
2. If not, do you listen to one elsewhere?. . . . . .Yes No
3. Do you select your own radio programs?. . . . . .Yes No
4. Do you do something else while listening to radio programs? . . . . . .Yes No
5. If you do something else while listening to the radio, underline the ones you do that are suggested below: If you do other things not listed here, write them in the blank spaces.

1. Study	9. Enter Radio Contests
2. Eat	10. _____
3. Read	11. _____
4. Write letters	12. _____
5. Play games	13. _____
6. Dance	14. _____
7. Sing	15. _____
8. Talk	16. _____

6. Please check the following programs that you listened to during the week of March 11, 1946. If there are others not listed, please write them in the blank spaces.

World News	Bulldog Drummond
Aunt Jenny's Stories	Lowell Thomas
David Harum	Nelson Eddy
Health Talks	Gladys Swarthout
Glamour Manor	Aldrich Family
Kate Smith	One Man's Family
Big Sister	Can You Top This?
Hymns You Love	George Burns and Gracie Allen
The Answer Man	Joan Davis Show

Gabriel Heatter	Fat Man Mystery
Helen Hayes Show	Six Bells
A Date with Judy	Boxing Bouts
We, the People	Vox Pop
American Cavalcade	Jack Armstrong
Chicago Round Table	Dr. I.Q.
Operatic Revues	F. B. I. Program
N. B. C. Symphony	Counter Spy
N. Y. Philharmonic Symphony	Gangbusters
Exploring the Unknown	Fibber McGee and Molly
Crime Doctor	Duffy's Tavern
Sherlock Holmes	Coast to Coast on a Bus
Charlie McCarthy	Halls of Congress
Jack Kirkwood Show	Here's Morgan
Mr. District Attorney	Amos and Andy
Sereno Gammel	Guy Lombardo's Orchestra
Cimarron Tavern	Church of the Air
Mayor of the Town	Wings Over Jordan
Grand Central Station	Radio Pulpit
Hildegarde	The Catholic Hour
Superman	Bob Steele
Quiz Kids	Drew Pearson
Dick Tracy	Front Page Farrel
Suspense	Judy Canova
Jack Benny	Life of Riley
Bing Crosby	Truth and Consequences
News Roundup	Jury Trials
Our Gal Sunday	Religion in the News
Stella Dallas	First Nighter
Lorenzo Jones	People's Platform
Forum of the Air	Terry and the Pirates
Portia Faces Life	Whisper Man
Captain Midnight	The Green Hornet
Story of America	Don't Believe It
Jack Smith	Tin Pan Alley of the Air
John W. Vandercook	Quiz of Two Cities
Tom Mix	Snow Village Sketches
Earl Godwin	The Sheriff
Mr. Keen	Radio Theatre
Dr. Christian	Easy Aces
Raymond Swing	World Today
Baby Snooks	Ginny Simms
Thomas L. Thomas	Children of Israel
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Write the name of your favorite radio program_____

_____

8. Check the item that indicates the time you listen to the radio.
   a. In the morning before school? _____
   b. At noon? _____
   c. In the evening after school? _____
   d. After supper? _____

9. Please indicate the approximate number of hours and minutes you actually spend daily listening to the radio.
   Hours _____ Minutes _____

10. Have your parents or teachers ever advised you to <u>listen</u> to <u>certain</u> radio programs? Yes _____ No _____

11. If <u>Yes</u>, write the names of these programs on the lines below:

    _____ _____
    _____ _____
    _____ _____
    _____ _____

12. Please check any of the above programs with an (x) which you actually listened to after your parents or teachers suggested them.

13. Have you ever been advised by your parents or teachers <u>not</u> to listen to certain radio programs? Yes _____ No _____

14. If <u>Yes</u>, write the names of these programs on the lines below:

    _____ _____
    _____ _____
    _____ _____
    _____ _____

15. Please check any of the above programs with an (x) which you have <u>not</u> listened to <u>since</u> your parents or teachers advised you not to.

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